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AUTHOR Youshock, Joseph; And Others
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ABSTRACT

Bloomsburg University staff surveyed 184 area vocational teachers in northeastern Pennsylvania about their knowledge needs in teaching handicapped students. Results from the 121 responses showed that teachers felt they needed more information: about the Carl D. Perkins Act, in coordinating the placement of handicapped learners with vocational instructors before shop placement, in assisting administrtors in helping vocational instructors modify the curriculum for handicapped learners, and in informing parents about the availability of vocational programs. Using the results of the survey, consultants from the university were made available to two school districts for training personnel and consulting. As a result of the project, a curriculum model for school-to-work transition for handicapped students was developed, and transitional knowledge objectives for vocational education teachers were set. In addition, a "School-to-Work Transitional Planner" was developed to provide more explicit information on handicapped students in shop areas. An unexpected positive result of the program was that one school district hired five professionals to implement the school-to-work special education/vocational curriculum model. (Appendices, the bulk of the volume, include listings of products of consulting services, the needs questionnaire, summative results of connecting services, and five references.) (KC)

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Special Needs Consultant for Vocational Personnel

Dr. Joseph Youshock
Dr. Andrew Karpinski
Dr. Nancy Gilgannon

Bloomsburg University

Dept. of Communication Disorders
& Special Education

Bloomsburg, Pennsylvania

June 1988

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I. Introductory Section

A. Abstract

1. **Agency:** Bloomsburg University, Department of Communication Disorders & Special Education, Navy Hall, Bloomsburg, PA 17815

   Project Title: Special Needs Consultant for Vocational Personnel

   Contract Number: 86-8004

   Funding Period: 7/1/87 - 6/30/88

   Approved Funds: $23,642

2. **Statement of Purpose:** To conduct a needs survey in the Bloomsburg University service area for the purpose of re-evaluating consulting priorities, and to congruently consult with vocational personnel in intermediate units and vocational-technical schools.

3. **Objectives Planned:**

   a. Given the identified variables, the Bloomsburg University consultant will develop a plan for meeting 100% of the administrator's needs within the contacted school.

   b. After conducting a workshop for instructors, the participants will display knowledge of handicapped learners at a 90% accuracy level.

   c. After a series of consultations with the shop instructors, the instructors will develop and implement learning objectives for handicapped learners based on the school's action plan, with a time period of one month.

d. Given administrative variables, the consultant will design a conceptual model for implementing action plans with 100% of model being implemented by the end of the fiscal year.

e. After knowledge of handicapped learners is acquired, it will be measured by formative and summative evaluations at a 90% performance level.

f. The development of learning objectives will include behavior indicators, conditions and performance levels before implementation occurs.

g. After services have been rendered, follow-up questionnaires will be distributed by Bloomsburg University to all who have participated regarding the quality of services.

4. **Achieved Objectives:**

a. During the fiscal year 1987-88, Bloomsburg University consultants worked with the Luzerne and Lackawanna Intermediate Units (IU's). A curriculum and instructional plan was developed and submitted to the State which resulted in securing five additional professionals to work with transitional vocational experiences with EMR learners in Luzerne IU #18. The proposals can be found in Appendix A. This same procedure is presently being developed in the Lackawanna IU.

b. During the development of the proposed model for IU #18, the consultant conducted nine workshops and information sharing sessions in order to identify the transitional job and vocational curriculum needs for EMR learners in IU #18. The

following types of educators participated in these sessions: assistant director of special education, work experience coordinator, two IU instructional advisors, administrator of the West Side Vocational-Technical School, itinerant teacher, two transitional program instructors, and a guidance counselor.

c. The committee referred to in item b reviewed and used as a transitional guide for curriculum change the "School to Work Curriculum Transitional Planner" developed by BU. Selected vocational instructors also reviewed the Planner and validated academic and shop learning objectives found in the Planner relevant to the curriculum needs of IU #18. Copies of the "School to Work Transitional Planner" have been previously sent to the Bureau of Vocational-Technical Education and are available from Bloomsburg University, Department of Communication Disorders & Special Education upon request. Many of the learning objectives found in this curriculum planner for handicapped learners began to be implemented at the conclusion of the validation process in IU #18. This took place during the months of September and October.

d. There were dual products that resulted from the design of a conceptual model for implementing a transitional action plan for handicapped learners in IU #18. The first product was a curriculum plan which complied with Public Law 98-524. The plan included a design for information dissemination to

parents, assessment strategies, guidance and career development activities, and the evaluation and modification of vocational and special education curriculum in IU #18. This last activity was to be basically achieved through the use of the "School to Work Transitional Planner."

The second product was an instructional model which included a sequencing transitional career scope and curriculum objectives for IU #18 personnel. These products were submitted to the Department of Education, and approval was received to hire five professionals to implement these plans.

e. Summative evaluation forms were used to determine the effectiveness of the BU consultant. Forms were distributed to all those IU #18 staff members who participated in the transitional committee (see achievement b). It was decided not to use formative evaluation because feedback from the committee was immediate and occurred at the end of each consulting session.

f. The development of measurable learning objectives was achieved through the validation of the academic and vocational tasks found in the "School to Work Transitional Planner." When the transitional committee, and vocational and special education instructors validated the curriculum tasks found in the Planner for handicapped learners, they determined if specific learning objectives could be developed which included behavioral indicators, conditions

and performance levels. Behavioral indicators and performance levels are included in the Planner. The conditions would have to be developed by instructors and/or teachers using the Planner.

g. Questionnaires were not only given to participants who requested consulting services, but a questionnaire was developed and sent to all vocational-technical schools in the BU service area. The purpose of sending a questionnaire to all vocational-technical schools in our service area was to determine consulting priorities and to determine the extent to which our services had met the existing needs regarding handicapped learners.

B. **Financial Summary:**

Description		Approved Amount	Expended Amount
1. **Salaries**		$ 13,760.00	$ 13,235.87
Resource Field Assts.			
Joseph Youshock	$ 5,431.51		
Andrew Karpinski	4,700.00		
Resource Field Asst./ Project Evaluator			
Nancy Gilgannon	3,104.36		
2. **Employee Benefits**		5,641.00	2,511.87
Benefits (see Budget Justification) at 41%			
Youshock	$ 1,102.96		
Karpinski	779.04		
Gilgannon	629.87		
3. **Honoraria**		350.00	175.00
To cover expenses - 7 people/2 mtgs./$25			
4. **Travel**		1,240.00	1,263.66
5,391 miles @ 23¢			
5. **Instructional Supplies**		900.00	888.75
Films (2)	$ 600		
Reference Material	300		
Total Direct Cost		$ 21,891.00	$ 18,075.15
Total Indirect Cost		1,751.00	1.445.93
TOTAL REQUESTED		$ 23,642.00	$ 19,521.08

Budget Justification

1. Salaries

The salaries of the individuals indicated are in accord with the state guidelines Collective Bargaining Agreement. Each professor who works on a dual compensation will receive 1/10 of their yearly salary for the particular semester. Each faculty member must be approved by the university administration and Harrisburg to teach an overload. Salaries for work during summer school are not on an overload basis. The instructor receives a salary according to his pay scale but not additional monies.

2. Employee Benefits

The breakdown of the 41.00% is as follows:

Health & Welfare Fund	-	2.60
Blue Cross/Blue Shield	-	6.88
Social Security	-	6.70
Retirement	-	18.00
SWIF	-	4.22
Insurance	-	.60
Unemployment Compensation	-	.50
Annuitants Medical Benefits	-	1.50
		41.00%

3. Honoraria

The projected use of consultants is in accord with past practice to use individuals to consult on the grant project. It is anticipated that the consultant will make recommendations for the betterment of the program and to give information to the instructors. Honoraria will also be used for experts as guest lecturers in the workshops.

4. Travel

The workshops will be offered at area vocational-technical schools where the participants are located. The mileage is estimated on an average trip of 100 miles, based on a round trip from the University to the vocational-technical school. It is anticipated that there will be two workshops in each of two semesters and in the summer for a total of six (6). (Three of the workshops will be curriculum field assistance with a total of 10 participants per workshop.)

Additional travel will be needed for the project director to meet with the directors of vocational-technical schools to organize the workshops. Staff will also attend meetings in regard to the handicapped students.

5. Instructional Supplies

Items requested under this category will be used for instructional and evaluation purposes. Tapes, films, transparencies, and reference materials will be used in order to supplement the instructor in the class.

II. Project Approach/Methodology

The scope of this project was two-fold. First, vocational-technical schools and intermediate units were offered consulting to assist in the implementation of Public Law 98-524, the Carl D. Perkins Vocational Education Act passed in 1984. Secondly, a needs survey was conducted in the Bloomsburg University service area to assist in directing project personnel in establishing future project goals and objectives.

The passage of PL 98-524 documents the federal government's commitment to assure that handicapped learners are educated in the least restrictive vocational education environment. Many vocational instructors and administrators have difficulty understanding the nature and intent of the law. This project is geared to provide local educational agencies consulting services to assist in designing and implementing programs with intermediate units and vocational schools that address PL 98-524. In order to accomplish this task successfully, survey research geared to identify PL 98-524 educational needs was concurrently conducted.

According to Minner (1984), the American Vocational Association (AVA) recognized the need to continue to serve and educate handicapped individuals. AVA, in the re-authorization of the Vocational Education Act, has encouraged the continued funding of training of special needs groups. Therefore, the task is not complete; the need still exists and assistance to vocational instructors needs to be given in order to increase the productivity of handicapped individuals in the work force.

"There are no magical answers for guaranteed success in teaching vocational skills to disadvantaged students" (Baca, 1981, p. 3). But much of what will happen between a handicapped student and a vocational instructor depends on the attitude of the instructor. Minner (1982, p. 4) states that results indicate that the educational labels LD and EMR significantly influence the attitudes of vocational teachers. These labels send a message of undesirable characteristics.

There exists an abundance of research which supports the position that handicapped learners need more successful job training. Critical to the job training of handicapped learners is the vocational and special education instructors who need to mutually share knowledge and approach the task with a positive attitude. During this fiscal year many sources and materials were reviewed in conducting our field work. The following represent a sample of resources used in this project: VEIN, SMILE, RAISE and ERIC. In addition, a list of references can be found in Appendix D.

Because of budget limitations, three professionals conducted project activities. Two were from the Department of Communication Disorders & Special Education, and one was from the Department of Curriculum & Foundations at Bloomsburg University. Although these people conducted the project, all faculty in the Department of Communication Disorders & Special Education acted as resource personnel and gave assistance upon request.

Meetings were held with project personnel throughout the project year. The advisory committee and Temple University provided resource assistance during the year. This project is an outgrowth of a continued

cooperative effort with Temple University. Periodic meetings are conducted with Temple University to review and share experiences regarding project methodology.

Survey Need

As a function of receiving grants to in-service vocational instructors relevant to the job training of handicapped learners, Bloomsburg University, Department of Communication Disorders & Special Education periodically conducts a needs survey to determine program and grant priorities. For the last five years, consultant services have been designed around the results of a survey conducted in 1982-83. In order to continue to deliver needed and quality services, a research study was conducted to determine if a need still existed, and if so the kinds of assistance being requested relevant to PL 98-524.

Design

The approach used in this study was survey research. It was used because it allowed the researcher to seek input from numerous individuals affected by the study. It also allowed the researcher to investigate many of the problems associated with the job training of handicapped learners. The data collection tool used to acquire this information was a questionnaire. Since attitudes and opinions were the main focal point, it seems most appropriate to employ this type of an instrument.

Objectives for the instrument, along with critical demographic data, were identified prior to the development of the instrument.

Project personnel assisted in the review and development of the instrument. After the instrument was developed, these same individuals rated each item to determine the degree to which each item was measuring the identified objective. Once 100% agreement was reached on the content of the instrument, the sample was identified. A Cronbach alpha yielded a reliability of .70.

The sample consisted of faculty from the following vocational-technical schools: Columbia-Montour, Bradford, Carbon County, Lackawanna, Hazleton, Kingston, Wilkes Barre, Monroe and Susquehanna. These schools were selected because they were mostly within the Bloomsburg area service area.

The total number of vocational instructors within this defined sample was 184. There were two mailings of the questionnaire which yielded a return of 121 (66%). The data was analyzed using frequency distributions and chi square. Frequency distributions were used on questions 1-31, with chi square being used on questions 4 and 6 with selected attitudinal variables.

Data Results

Frequencies Distribution

1. Occupational Area:

T&I	Business	Dist. Ed.	Health	Technical	Home Ec.	Other
57.3%	6.8%	6%	6%	11.1%	5.1%	7.7%

2. Number of years in Vocational Education:

15+ yrs.	10-15 yrs.	5-10 yrs.	-5 yrs.
42.7%	30.8%	12.8%	13.7%

3. Highest level of education completed:

Master's	Baccalaureate	Associate	No Degree
40.2%	27.4%	12%	20.5%

4. Total number of trade years before entering vocational education:

15+ yrs.	10-15 yrs.	7-10 yrs.	-7 yrs.
43.6%	17.9%	13.7%	24.8%

5. Type of certification held:

Vocational I	Vocational II	Instructional I	Instructional II
23.1%	54.7%	2.6%	19.7%

6. Number of years employed in vocational education:

15+ yrs.	10-15 yrs.	5-10 yrs.	-5 yrs.
39.3%	31.6%	15.4%	13.7%

7. Age:

56-64 yrs.	46-55 yrs.	36-45 yrs.	26-35 yrs.	-25 yrs.
27.4%	31.6%	27.4%	12%	1.7%

8. Educational setting presently employed:

area voc. school	comprehensive high school	voc. school	Other
96.6%	.9%	1.7%	.9%

9. Vocational education has affected responses to the job needs of students with different exceptionalities (handicapped, learning disabled, mildly retarded).

strongly disagree	disagree	undecided	agree	strongly agree
7.7%	6%	18.8%	59%	8.5%

10. Vocational instructors have acquired sufficient knowledge to work with learners with special needs.

strongly disagree	disagree	undecided	agree	strongly agree
19.7%	38.5%	18.8%	17.9%	5.1%

11. Vocational instruction should be modified to meet the trade needs of all handicapped learners.

strongly disagree	disagree	undecided	agree	strongly agree
11.1%	24.8%	15.4%	34.2%	14.5%

12. The Carl D. Perkins Vocational Education Act (PL 98-524) has greatly helped handicapped learners acquire job skills in vocational shops.

strongly disagree	disagree	undecided	agree	strongly agree
8.5%	13.7%	47.9%	29.1%	.9%

13. Vocational instructors need more information regarding the Carl D. Perkins Vocational Education Act (PL 98-524).

strongly disagree	disagree	undecided	agree	strongly agree
5.1%	6%	6.8%	55.6%	26.5%

14. Handicapped learners have equal access to <u>all</u> vocational shops.

strongly disagree	disagree	undecided	agree	strongly agree
13.7%	35%	13.7%	31.6%	6%

15. Vocational instructors, whenever appropriate, include individualized educational curriculum planning when instructing handicapped learners.

strongly disagree	disagree	undecided	agree	strongly agree
6%	11.1%	13.7%	60.7%	8.5%

16. Vocational education planning for handicapped individuals is always coordinated between appropriate representatives of vocational education and special education.

strongly disagree	disagree	undecided	agree	strongly agree
22.2%	36%	12.8%	24.8%	3.4%

17. Parents of handicapped learners are always provided information concerning availability of vocational programs prior to entrance into a given program.

strongly disagree	disagree	undecided	agree	strongly agree
19.7%	23.1%	34.2%	19.7%	3.4%

18. Vocational instructors always receive the necessary evaluation data of a handicapped learner to plan appropriate shop experiences.

strongly disagree	disagree	undecided	agree	strongly agree
40.2%	39.3%	9.4%	8.5%	2.6%

19. Administration provides the vocational instructor with the needed assistance for planning curriculum for handicapped learners.

strongly disagree	disagree	undecided	agree	strongly agree
35.9%	35.9%	9.4%	15.4%	3.4%

20. More curriculum assistance is needed in planning shop experiences for handicapped learners.

strongly disagree	disagree	undecided	agree	strongly agree
6.8%	8.5%	10.3%	43.6%	30.8%

21. Special education teachers need to become more familiar with trade tasks and vocational terminology in preparing their students for a trade career.

strongly disagree	disagree	undecided	agree	strongly agree
8.5%	4.3%	5.1%	42.7%	39.3%

22. Handicapped learners need to acquire basic trade knowledge in reading and mathematics before they can reach job employment levels in a given trade area.

strongly disagree	disagree	undecided	agree	strongly agree
4.3%	6%	6%	42.7%	41%

23. Most vocational instructors possess the teaching competencies to work with handicapped students.

strongly disagree	disagree	undecided	agree	strongly agree
17.1%	26.5%	17.9%	28.2%	10.3%

24. Curriculum assistance would be of great value in developing shop experiences for handicapped learners.

strongly disagree	disagree	undecided	agree	strongly agree
3.4%	5.1%	5.1%	58.1%	28.2%

25. Mildly mentally retarded:

no experience	curriculum experience w/ 0-5 learners	curriculum experience w/ 6-10 learners	curriculum experience w/ 10+ learners
42.7%	30.8%	6.8%	19.7%

26. Learning disability:

no experience	curriculum experience w/ 0-5 learners	curriculum experience w/ 6-10 learners	curriculum experience w/ 10+ learners
12.8%	38.5%	20.5%	28.2%

27. Hearing impaired:

no experience	curriculum experience w/ 0-5 learners	curriculum experience w/ 6-10 learners	curriculum experience w/ 10+ learners
53%	40.2%	4.2%	2.6%

28. Orthopedically impaired:

no experience	curriculum experience w/ 0-5 learners	curriculum experience w/ 6-10 learners	curriculum experience w/ 10+ learners
57.3%	40.2%	1.7%	.9%

29. Blind:

no experience	curriculum experience w/ 0-5 learners	curriculum experience w/ 6-10 learners	curriculum experience w/ 10+ learners
91.5%	7.7%	.9%	--

CHI SQUARE ANALYSIS

Table 1

Q10: Vocational instructors have acquired sufficient knowledge to work with learners with special needs.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	10	19	10	10	2	51
	19.6	37.3	19.6	19.6	3.9	43.6
	43.5	42.2	45.5	47.6	33.3	
	8.5	16.2	8.5	8.5	1.7	
	4	10	3	3	1	21
	19.0	47.6	14.3	14.3	4.8	17.9
	17.4	22.2	13.6	14.3	16.7	
	3.4	8.5	2.6	2.6	.9	
	2	4	5	3	2	16
	12.5	25.0	31.3	18.8	12.5	13.7
	8.7	8.9	22.7	14.3	33.3	
	1.7	3.4	4.3	2.6	1.7	
	7	12	4	5	1	29
	24.1	41.4	13.8	17.2	3.4	24.8
	30.4	26.7	18.2	23.8	16.7	
	6.0	10.3	3.4	4.3	.9	
COLUMN TOTAL	23	45	22	21	6	117
	19.7	38.5	18.8	17.9	5.1	100.0

Chi Square = 6.21762, 12 df, p = .9047

Table 2

Q11: Vocational instruction should be modified to meet the trade needs of all handicapped learners.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	6	9	5	20	11	51
	11.8	17.6	9.8	39.2	21.6	43.6
	46.2	31.0	27.8	50.0	64.7	
	5.1	7.7	4.3	17.1	9.4	
	4	5	3	7	2	21
	19.0	23.8	14.3	33.3	9.5	17.9
	30.8	17.2	16.7	17.5	11.8	
	3.4	4.3	2.6	6.0	1.7	
	1	5	6	1	3	16
	6.3	31.3	37.5	6.3	18.8	13.7
	7.7	17.2	33.3	2.5	17.6	
	.9	4.3	5.1	.9	2.6	
	2	10	4	12	1	29
	6.9	34.5	13.8	41.4	3.4	24.8
	15.4	34.5	22.2	30.0	5.9	
	1.7	8.5	3.4	10.3	.9	
COLUMN	13	29	18	40	17	117
TOTAL	11.1	24.8	15.4	34.2	14.5	100.0

Chi Square = 19.84513, 12 df, p = .0701

Table 3

Q12: The Carl D. Perkins Vocational Education Act (PL 98-524) has greatly helped handicapped learners acquire job skills in vocational shops.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	2	5	32	12	0	51
	3.9	9.8	62.7	23.5	.0	43.6
	20.0	31.3	57.1	35.3	.0	
	1.7	4.3	27.4	10.3	.0	
	4	5	3	9	0	21
	19.0	23.8	14.3	42.9	.0	17.9
	40.0	31.3	5.4	26.5	.0	
	3.4	4.3	2.6	7.7	.0	
	0	3	11	2	0	16
	.0	18.8	68.8	12.5	.0	13.7
	.0	18.8	19.6	5.9	.0	
	.0	2.6	9.4	1.7	.0	
	4	3	10	11	1	29
	13.8	10.3	34.5	37.9	3.4	24.8
	40.0	18.8	17.9	32.4	100.0	
	3.4	2.6	8.5	9.4	.9	
COLUMN TOTAL	10	16	56	34	1	117
	8.5	13.7	47.9	29.1	.9	100.0

Chi Square = 26.05150, 12 df, p = .0106

Table 4

Q18: Vocational instructors always receive the necessary evaluation data of a handicapped learner to plan appropriate shop experiences.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	23	18	3	6	1	51
	45.1	35.3	5.9	11.8	2.0	43.6
	48.9	39.1	27.3	60.0	33.3	
	19.7	15.4	2.6	5.1	.9	
	6	11	3	0	1	21
	28.6	52.4	14.3	.0	4.8	17.9
	12.8	23.9	27.3	.0	33.3	
	5.1	9.4	2.6	.0	.9	
	5	5	3	3	0	16
	31.3	31.3	18.8	18.8	.0	13.7
	10.6	10.9	27.3	30.0	.0	
	4.3	4.3	2.6	2.6	.0	
	13	12	2	1	1	
	44.8	41.4	6.9	3.4	3.4	29
	27.7	26.1	18.2	10.0	33.3	24.8
	11.1	10.3	1.7	.9	.9	
COLUMN TOTAL	47	46	11	10	3	117
	40.2	39.3	9.4	8.5	2.6	100.0

Chi Square = 11.99850, 12 df, p = .4458

Table 5

Q22: Handicapped learners need to acquire basic trade knowledge in reading and mathematics before they can reach job employment levels in a given trade area.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	4	3	1	20	23	51
	7.8	5.9	2.0	39.2	45.1	43.6
	80.0	42.9	14.3	40.0	47.9	
	3.4	2.6	.9	17.1	19.7	
	0	0	3	10	8	21
	.0	.0	14.3	47.6	38.1	17.9
	.0	.0	42.9	20.0	16.7	
	.0	.0	2.6	8.5	6.8	
	0	1	0	10	5	16
	.0	6.3	.0	62.5	31.3	13.7
	.0	14.3	.0	20.0	10.4	
	.0	.9	.0	8.5	4.3	
	1	3	3	10	12	29
	3.4	10.3	10.3	34.5	41.4	24.8
	20.0	42.9	42.9	20.0	25.0	
	.9	2.6	2.6	8.5	10.3	
COLUMN TOTAL	5	7	7	50	48	117
	4.3	6.0	6.0	42.7	41.0	100.0

Chi Square = 13.82114, 12 df, p = .3123

Table 6

Q24: Curriculum assistance would be of great value in developing shop experiences for handicapped learners.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	3	3	3	29	13	51
	5.9	5.9	5.9	56.9	25.5	43.6
	75.0	50.0	50.0	42.6	39.4	
	2.6	2.6	2.6	24.8	11.1	
	0	1	1	11	8	21
	.0	4.8	4.8	52.4	38.1	17.9
	.0	16.7	16.7	16.2	24.2	
	.0	.9	.9	9.4	6.8	
	0	1	1	11	3	16
	.0	6.3	6.3	68.8	18.8	13.7
	.0	16.7	16.7	16.2	9.1	
	.0	.9	.9	9.4	2.6	
	1	1	1	17	9	29
	3.4	3.4	3.4	58.6	31.0	24.8
	25.0	16.7	16.7	25.0	27.3	
	.9	.9	.9	14.5	7.7	
COLUMN TOTAL	4	6	6	68	33	117
	3.4	5.1	5.1	58.1	28.2	100.0

Chi Square = 4.58841, 12 df, p = .9703

Table 7

Q10: Vocational instructors have acquired sufficient knowledge to work with learners with special needs.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	9	21	6	6	4	46
	19.6	45.7	13.0	13.0	8.7	39.3
	39.1	46.7	27.3	28.6	66.7	
	7.7	17.9	5.1	5.1	3.4	
	8	11	6	10	2	37
	21.6	29.7	16.2	27.0	5.4	31.6
	34.8	24.4	27.3	47.6	33.3	
	6.8	9.4	5.1	8.5	1.7	
	3	8	4	3	0	18
	16.7	44.4	22.2	16.7	.0	15.4
	13.0	17.8	18.2	14.3	.0	
	2.6	6.8	3.4	2.6	.0	
	3	5	6	2	0	16
	18.8	31.3	37.5	12.5	.0	13.7
	13.0	11.1	27.3	9.5	.0	
	2.6	4.3	5.1	1.7	.0	
COLUMN TOTAL	23	45	22	21	6	117
	19.7	38.5	18.8	17.9	5.1	100.0

Chi Square = 11.41429, 12 df, p = .4938

Table 8

Q12: The Carl D. Perkins Vocational Education Act (PL 98-524) has greatly helped handicapped learners acquire job skills in vocational shops.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	5	9	17	14	1	46
	10.9	19.6	37.0	30.4	2.2	39.3
	50.0	56.3	30.4	41.2	100.0	
	4.3	7.7	14.5	12.0	.9	
	2	3	17	15	0	37
	5.4	8.1	45.9	40.5	.0	31.6
	20.0	18.8	30.4	44.1	.0	
	1.7	2.6	14.5	12.8	.0	
	0	3	14	1	0	18
	.0	16.7	77.8	5.6	.0	15.4
	.0	18.8	25.0	2.9	.0	
	.0	2.6	12.0	.9	.0	
	3	1	8	4	0	16
	18.8	6.3	50.0	25.0	.0	13.7
	30.0	6.3	14.3	11.8	.0	
	2.6	.9	6.8	3.4	.0	
COLUMN TOTAL	10	16	56	34	1	117
	8.5	13.7	47.9	29.1	.9	100.0

Chi Square = 18.28980, 12 df, p = .1072

Table 9

Q18: Vocational instructors always receive the necessary evaluation data of a handicapped learner to plan appropriate shop experiences.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	21	14	5	4	2	46
	45.7	30.4	10.9	8.7	4.3	39.3
	44.7	30.4	45.5	40.0	66.7	
	17.9	12.0	4.3	3.4	1.7	
	14	19	2	2	0	37
	37.8	51.4	5.4	5.4	.0	31.6
	29.8	41.3	18.2	20.0	.0	
	12.0	16.2	1.7	1.7	.0	
	9	6	1	2	0	18
	50.0	33.3	5.6	11.1	.0	15.4
	19.1	13.0	9.1	20.0	.0	
	7.7	5.1	.9	1.7	.0	
	3	7	3	2	1	16
	18.8	43.8	18.8	12.5	6.3	13.7
	6.4	15.2	27.3	20.0	33.3	
	2.6	6.0	2.6	1.7	.9	
COLUMN TOTAL	47	46	11	10	3	117
	40.2	39.3	9.4	8.5	2.6	100.0

Chi Square = 11.37718, 12 df, p = .4969

Table 10

Q22: Handicapped learners need to acquire basic trade knowledge in reading and mathematics before they can reach job employment levels in a given trade area.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	3	3	2	21	17	46
	6.5	6.5	4.3	45.7	37.0	39.3
	60.0	42.9	28.6	42.0	35.4	
	2.6	2.6	1.7	17.9	14.5	
	1	3	2	18	13	37
	2.7	8.1	5.4	48.6	35.1	31.6
	20.0	42.9	28.6	36.0	27.1	
	.9	2.6	1.7	15.4	11.1	
	1	1	0	6	10	18
	5.6	5.6	.0	33.3	55.6	15.4
	20.0	14.3	.0	12.0	20.8	
	.9	.9	.0	5.1	8.5	
	0	0	3	5	8	16
	.0	.0	18.8	31.3	50.0	13.7
	.0	.0	42.9	10.0	16.7	
	.0	.0	2.6	4.3	6.8	
COLUMN TOTAL	5	7	7	50	48	117
	4.3	6.0	6.0	42.7	41.0	100.0

Chi Square = 11.43675, 12 df, p = .4919

Table 11

Q24: Curriculum assistance would be of great value in developing shop experiences for handicapped learners.

COUNT / ROW PCT / COL PCT / TOT PCT	SD	D	U	A	SA	ROW TOTAL
	2	2	2	24	16	46
	4.3	4.3	4.3	52.2	34.8	39.3
	50.0	33.3	33.3	35.3	48.5	
	1.7	1.7	1.7	20.5	13.7	
	1	3	2	21	10	37
	2.7	8.1	5.4	56.8	27.0	31.6
	25.0	50.0	33.3	30.9	30.3	
	.9	2.6	1.7	17.9	8.5	
	1	1	2	13	1	18
	5.6	5.6	11.1	72.2	5.6	15.4
	25.0	16.7	33.3	19.1	3.0	
	.9	.9	1.7	11.1	.9	
	0	0	0	10	6	16
	.0	.0	.0	62.5	37.5	13.7
	.0	.0	.0	14.7	18.2	
	.0	.0	.0	8.5	5.1	
COLUMN TOTAL	4	6	6	68	33	117
	3.4	5.1	5.1	58.1	28.2	100.0

Chi Square = 10.06652, 12 df, p = .6101

Findings

The frequency distribution indicates that demographically most of the respondents in the survey were trade and industrial (57.3%), with technical representing second place (11.1%). Most of the participants have been teaching 10 to 15 years, have acquired a bachelor's or master's equivalence, and possess either a vocational I or vocational II certificate. The average age ranges from 36-64 years, with the area vocational technical school as the basic employment setting. The average age is an interesting finding. That is, the investigators believed that most of the participants in the study would be in the 46-64 age group. However, they are spread more evenly over the different age categories. This would indicate a normal flow into vocational education and not an excessively large immediate retirement age group.

The participants basically believed that vocational educators have responded to the job needs of handicapped learners but do not strongly support that they have sufficient knowledge to work with such learners. They are also divided as to the need to modify vocational curriculum. An interesting finding displays that most of the participants are uncertain that the Carl Perkins Act has helped in handicapped learners acquiring job skills. They very strongly agree that vocational instructors need more information regarding the Carl D. Perkins Vocational Education Act.

They are divided on the issue as to whether handicapped learners have access to vocational shops. They do believe that vocational instructors try to individualize curriculum for handicapped learners. They are also divided on whether there is good coordination between special educators and vocational educators. They do not believe that when handicapped learners are placed in a

vocational shop the instructor is given the necessary evaluation data to plan curriculum experience. They are also divided regarding the issue of providing parents with sufficient information regarding the availability of vocational education programs.

They do not believe that administration provides vocational instructors with enough assistance for planning curriculum for handicapped learners and want more assistance from administrators in planning curriculum for handicapped learners. They strongly support the concept of making special educators more aware of trade tasks and vocational terminology. Vocational instructors perceive a great need for handicapped learners acquiring proficiencies in mathematics and reading before reaching job employment levels. They are split on whether vocational instructors possess the necessary competencies to work with handicapped students and do reaffirm that curriculum assistance would be of help.

The majority of those who participated in the study have had little (1-5 learners) or no experience with the following types of disabilities: mentally retarded, hearing impaired, orthopedically handicapped and blind learners. They indicated numerous experiences with learning disabilities and socially/emotionally disturbed. The numerous experiences with the socially/emotionally disturbed seems to be an unusual finding. The possibility exists that this disability was perceived as "behavioral" classroom problems.

To gain more insight and further clarification, two demographic variables were identified to explore with more intensity and clarity. The total number of trade years before entering vocational education (#4) and the number of years employed in vocational education (#6) were selected as the items to

examine more closely. These items were selected because research has shown that these variables do affect the attitudes of vocational instructors toward the learners they have in their shops.

A chi square was used to analyze items 4 and 6 with items 10, 12, 18, 22 and 24. Items 10, 12, 18, 22 and 24 were selected because these items were more critical to the study. The results are displayed in Tables 1-12. It is interesting to note that the most significant finding with question 4 was item 12 (The Carl Perkins Act/Table 3). Those most uncertain regarding the vocational assistance for handicapped learners were in the 15+ trade years group. Those that spent the less amount of years in the trade (-7) agreed that the act has helped. Number of years in the trade did not relate to any group "strongly" agreeing that the act has helped. A review was then conducted with <u>all</u> the attitudinal variables (9-24), and the only other item that appeared to be significant was item 11 (modify curriculum/Table 2). Those in the trade 15+ years agreed, while those in the trade -7 years were divided regarding the modification of vocational curriculum to meet the needs of the handicapped learners.

This same procedure was used with item 6. Once again the most significant finding was with item 12, although it was not as significant as items 4 and 12. There was great uncertainty among the number of years employed in vocational education and the degree the Carl Perkins Act helped handicapped learners. However, the -7 trade years group were the least uncertain. The number of years in vocational education that did tend to "agree" that the act has helped was 10-15 trade years group. A review was also conducted with <u>all</u> the attitudinal variables (9-24) and item 6. However, the most significant findings among those variables was items 6 and 12.

III. Project Summary - Purpose/Intent

The survey shows a significant improvement in the attitudes and knowledge of vocational instructors regarding handicapped learners since our last survey in 1982-83. This could be the result of in-service efforts by Bloomsburg University and Temple University. However, 45% of the participants surveyed still indicate a need for help and would like to meet with consultants from Bloomsburg University. The results of the survey indicate that the following issues should be made a priority by consultants servicing the participants in the research study:

1. Knowledge of the Carl D. Perkins Act.
2. Coordination of placement of handicapped learners between special educators and vocational educators.
3. Availability and interpretation of evaluation data on handicapped learners to vocational instructors before shop placement.
4. Assisting administration to help vocational instructors modify curriculum for handicapped learners.
5. Informing parents concerning the availability of vocational programs.

The most surprising finding was the attitudes the participants had regarding the Carl D. Perkins Act. They apparently do believe that it has not been of great assistance in helping handicapped learners acquire job skills in vocational shops. This finding will be explored more intensively as the consultants work with those who have indicated a need for assistance. It was also surprising to find that number of years in vocational education is to some degree diverse. That is, the bulk of the participants have been employed 15 or more years in vocational education, but 42% have a range of 5-10 years.

This provides important data for planning in-service programs. This year consulting services will place items 1, 2 and 5 as priority concepts.

Also of major importance was the consulting service conducted in Luzerne and Lackawanna Intermediate Units. The plan developed in the Luzerne Intermediate Unit will result in curriculum changes in multiple vocational-technical and sending schools. Major changes in special education curriculum will be implemented. Pre-vocational and assessment programs will be in place in special education curriculum during this next fiscal year. A consultant is now working with the Lackawanna Intermediate Unit to bring about similar changes and compliance with PL 98-524.

Because of the vast geographic area that Temple University services, Bloomsburg University has agreed, through project funds, to service northeastern Pennsylvania. Bloomsburg University in-services vocational educators with regard to the development of learning experiences for handicapped learners. This informal cooperative agreement has existed for approximately eight years. As a result, many vocational educators have received cognitive skill training regarding handicapped learners. Since the passage of PL 98-524, vocational and special educators need to work more closely in order to prepare handicapped learners with job skills. Both disciplines need to communicate with parents and approach learning experiences in terms of career goals and aspirations for handicapped learners. The Carl Perkins Act added a new dimension to in-service training for vocational educators working with handicapped learners.

The results of the project proved very successful. The major limitation was the demand for service. Because of budget restraints, consulting services had to be limited to two intermediate units. Hopefully, upon the continuation

of the project, other intermediate units will be included on a yearly basis. However, many of these schools need immediate help. Hence, our main recommendation would be to increase project personnel through a budget increase. However, we realize that this may not be a feasible request.

There were three products which resulted from this project: 1) survey research, 2) transitional curriculum model for IU #18, and 3) transitional goals and objectives for Luzerne IU #18 personnel. In addition to these three major products, an addendum was developed for the "School to Work Transitional Planner" in selected shop areas which delineated more explicitly the academic and shop tasks found in the Planner. Presently working copies are being developed and will be refined and field tested during the next fiscal year.

The results of the project have resulted in the Luzerne Intermediate Unit hiring five professionals to implement the models which were submitted to and approved by the Department of Education. This same approach is now being used with the Lackawanna Intermediate Unit. In addition, the findings of the needs survey will be incorporated into the next fiscal project year if funding is granted. Consulting efforts will emanate from the five priorities listed in the Project Summary. This final report, along with the "School to Work transitional Planner," will be disseminated to all who request a copy. This information will also be shared with all schools to which consulting services were rendered. The numerous requests for services and the strong positive evaluation (Appendix C) are outcomes greatly appreciated. Also, the hiring of five professionals in Intermediate Unit #18 was not expected and certainly is a very strong positive outcome.

IV. Appendices

Appendix A

Products of Consulting Services

Luzerne Intermediate Unit #18
"Special/Vocational Education Transition Program"

1. STATEMENT OF NEED

The Transition from a structured school environment to the world of work is often difficult for handicapped students. The student and his/her family face a competitive and changing job market, often finding themselves depending on over-burdened and fragmented service delivery systems.

The success of individuals in this environment of change is insured largely in part by the preparation they receive while attending school. The implementation of appropriate programs and services requires vocational planning during the ages of 14-21; however, the process should be implemented at the primary level for all special education students. In preparation for the ultimate transition to employment, career development is needed and should be part of curriculum planning. The timely introduction of vocational transition into this process is desired and necessary.

2. GOAL

The general intention of this program is to prepare young adults for jobs, success in the community and essentially for life in general.

3. DEFINITION

Transition is a coordinated, cooperative, inter-agency effort to prepare students for productive employment and adult life through a continuum of pre-vocational, vocational, and support services commencing at the primary level.

4. INFORMATION DISSEMINATION

An Important provision of the Carl D. Perkins Act (P.L.98-524), requires that each local vocational education program provide handicapped students and their parents with the necessary information regarding the opportunities available in vocational education at least one year prior to the grade level when such vocational education is typically available, or no later than the beginning of the ninth grade.

The strategy selected to communicate such information, will be in the form of a letter, explaining available options, which will be mailed or presented at the annual IEP review meetings in the seventh or eighth grades.

June 1, 1988

Dear Parents,

In conjunction with the Carl D. Perkins Act (P.L. 98-524), The Luzerne Intermediate Unit will be conducting a Special/Vocational Education Transition Program for all handicapped students. This program is designed to properly assess potential vocational/continuing education options, at the junior high school level, in order to insure optimal educational experiences for your child. Services that will be afforded, in combination with the regular junior high school curriculum include:

- CASE Vocational Interest Inventory
- Measurement Skill Packets
- Shop Vocabulary Skill Packets
- Shop Safety Skill Packets
- Shop-Related Math Skill Packets
- Vocational Aptitude Assessments (Only for students interested in attending a Vocational Tech School)
- Work Habit & Attitude Development/Assessment

After completing the junior high school assessments, a team decision will be made recommending one of the following options. Each option is designed to help develop work related skills that may ultimately lead to assisting your child in becoming a productive self-sufficient adult.

Possible options include:

- Pre-vocational, job oriented,and occupational explorations in the classroom
- Work activity centers
- 12 week exploratory program
- Work Experience Program
- Vocational Technical School
- Other _____

Upon conclusion of these formal and informal assessments you will be contacted concerning the teams recommendation.

Sincerely,

5. SERVICE DELIVERY PROVISIONS

A. Assessment/Instructional Activities

Each handicapped student will receive an assessment of his/her vocational interests, abilities, work habits and special needs with regard to completion of a successful vocational education program. In order to provide an assessment that will determine the nature and intensity of instructional delivery, the following assessment and instructional practices will be implemented.

1. Interest Inventory (i.e. CASE)
2. Shop-Related Mathematics Skills
   a. Measurement Skills
   b. Understanding Time Concepts
   c. Calculating Wages
   d. Problem Solving Skills
   e. Handling of Money
3. Occupational Related Shop Activities
4. Skills Assessment Module (S.A.M.)
5. Vocational Counseling and Guidance
6. Work Habit Assessment Checklist
7. Multi Disciplinary Team Assessment
8. Annual IEP Review

Assessment/Instructional Schedule of Events

September 1-14

- Administration of Interest Inventory (Special Education students at the 8th through 11th grade levels.

September 15-30

- Administration of Work Habits Assessment (presented to student, teacher, counselor, parents)
- Vocational Counseling and Guidance

October 1 - November 30

- Integration of Shop-Related Mathematic Skills Packets into General Curriculum. (Currently being developed)

December 1 - January 31

- Integration of Occupational Related Shop Packets into General Curriculum. (Currently being developed)

February 1 - March 31

- Administration of Skill Assessment Module (S.A.M.)
- Vocational Counseling and Guidance
- Administration of Work Habit Assessment (2nd time)
- Administration of Interest Inventory (2nd time)

April 1 - June 15

- Involvement in MDT Evaluations
- IEP Coordination with Teachers
- Provide Parents of 8th Grade Students with the Required Information for Implementation of an Effective Transition Program
- Provide for Proper Registration at Vocational Technical School. (proper records, class scheduling, registration)
- Plan for Students to Visit and Tour the Vo Tech Facility and meet respective teachers.

B. Special Services

According to the Carl D. Perkins Vocational Education act, adaptation curriculum, instruction, equipment, and facilities must be provided once the assessment phase is completed. The purpose for the modifications is to provide the student with every possible opportunity for success in his/her chosen vocation, and/or life in general. Modifications will be made as a direct result of the continuous process of assessment and instruction described in the aforementioned section. However, not all mildly mentally handicapped students will need modified programs. They should be afforded every opportunity, concordant with vocational assessment findings, to succeed with as few curricular modifications as possible. On the other hand, if the Multi-Disciplinary Team deems considerable modifications are needed in order to promote student success in the specific recommended vocational track, they will be made as expediently as possible to comply with the mandates of this act.

The Modified Vocational Special Education Curriculum/Individual Transition Planner: School to Work will be used as the primary source for providing curricular modifications for mildly mentally handicapped students. This program shall become an integral part of the child's IEP (or addendum, referred to as ITP, where appropriate). This document shall also serve to bridge the communication gap between vocational educators and special educators. In addition, the passage of P.L. 98-542 documents the federal governments commitment to assure that handicapped learners are educated in the least restricted vocational education environment. It is assumed that providing appropriate vocational programming for handicapped students shall be a shared responsibility between special education and vocational education. Both disciplines must coordinate all program objectives and/or vocational adaptations when and if needed. (Refer to manual for a detailed discussion of this philosophy).

C. Guidance and Career Development Activities

The Luzerne Intermediate Unit foresees that the requirements in this area will be exceeded in most instances and certainly complied with in all instances.

The assessment, instruction, and counseling program previously defined in this document, at the junior high school level is paramount to the success of this Transitional Plan. It is the foundation for all school related vocational programs and the final school-to-work phase of the transition process. Aside from direct involvement in completing vocational assessments the rehabilitation counselor will serve as a pre-vocational resource person to teachers at the junior high school level and/or senior high school level. This individual will develop initial programs related to measurement, money, problem solving skills etc. for use by the junior high school special education teacher. Thereafter, such program development shall become the direct responsibility of the special education teacher.

Instructional packets related to each area of the Modified Vocational Special Education Curriculum/Individual Transitional Planner: School to Work will be introduced to and completed by each seventh and eight grade student. These packets will be used to introduce each of the eighteen vocational areas defined in the planner. Initial instruction and assessment of specific skills will be conducted with follow-up remedial instruction provided by the special education teacher. The rehabilitation counselor shall assume responsibility for interpretation of assessment devices and follow-up counseling related to perceived strengths and weaknesses of the student. Occupational orientation and exploration will be a key component of the transitional program.

The assessment, instruction, and counseling phase, at the junior high school level, will determine which pre-vocational/vocational track the student will pursue upon entering the high school program. No matter which vocational track is deemed most appropriate for the student, each student will continue to receive intensive instruction in job orientation, job exploration, or instruction related to their specific pre-vocational experience or vocational area during their high school years. The Life Centered Career Education Curriculum will serve as the focal point for the aforementioned areas.

Components of this program include:

Daily Living Skills

1. Managing Family Finances
2. Selecting, Managing, and Maintaining a Home
3. Caring for Personal Needs
4. Raising Children, Enriching Family Living
5. Buying and Preparing Food
6. Buying and Caring for Clothing
7. Engaging in Civic Activities
8. Utilizing Recreation & Leisure
9. Getting around the Community (Mobility)

Personal-Social Skills

10. Achieving Self Awareness
11. Acquiring Self Confidence
12. Achieving Social Responsible Behavior
13. Maintaining Good Interpersonal Skills
14. Achieving Independence
15. Achieving Problem Solving Skills
16. Communicating Adequately with Others

Occupational Guidance & Preparation

17. Knowing and Exploring Occupational Possibilities
18. Selecting and Planning Occupational Choices
19. Exhibiting Appropriate Work Habits & Behaviors
20. Exhibiting Sufficient Physical-Manual Skills
21. Obtaining a Specific Occupational Skill
22. Seeking, Securing, & Maintaining Employment.

WORK HABITS & ATTITUDE DEVELOPMENT ASSESSMENT

Student Name: _____

Grade Level: _____

District: _____

Rating Scale -->
N - Never
S - Sometimes
U - Usually
A - Always
X - Not Observed

PERSONAL VALUES	S	T	C	Comments
1. Demonstrates Honesty				
2. Is Self Motivated				
3. Displays Punctuality				
4. Shows Good Attendance				
5. Exhibits Self Esteem				
6. Has A Positive Self Image				
7. Takes Pride In Appearance				
8. Displays Good Attitude Toward Work				

COMMUNICATION SKILLS	S	T	C	Comments
1. Asks Proper Questions				
2. Seeks Help When Needed				
3. Gives Appropriate Reasons For Absences To Whomever Is In Charge				
4. Clearly Expresses Themself Orally				
5. Listens Well				

MATURITY	S	T	C	Comments
1. Is Usually Reliable				
2. Demonstrates Dependability				
3. Shows Initiative				
4. Accepts Responsibility				
5. Displays Patience				
6. Uses Time Well				
7. Shows Self Confidence				

TASK RELATED SKILLS	S	T	C	Comments
1. Completes Tasks On Time				
2. Works Independently				
3. Seeks Assistance When Necessary				
4. Self Starter (begins job after break)				
5. Is Easily Distracted				
6. Tends To Be Precise				
7. Takes Care Of Tools & Materials				
8. Organizes Work Effectively				
9. Can Follow Oral, Visual, Written And Multi-Step Directions				

PROBLEM SOLVING & DECISION MAKING	S	T	C	Comments
1. Can Adapt To The Changing Demands Of A Job Or Activity				
2. Can Plan And Organize Work				
3. Can Reason And Make Objective Decisions				

RELATION WITH OTHER PEOPLE	S	T	C	Comments
1. Works Well With Peers				
2. Accepts Authority And Supervision				
3. Accepts Constructive Criticism Without Denying Errors Or Excusing Behaviors				
4. Displays A Cooperative Attitude				
5. Respects The Rights And Property Of Other People				
6. Can Accept Praise In An Appropriate Manner				

HEALTH & SAFETY HABITS	S	T	C	Comments
1. Observes Safety Rules				
2. Maintains An Orderly Work Area				
3. Dresses Appropriately				
4. Performs Well Under Stress Or Tension				
5. Practices Good Personal Hygiene				

COMMITMENT TO JOB	S	T	C	Comments
1. Is Punctual & Shows Good Attendance				
2. Seems Eager To Learn				
3. Puts Forth Best Effort				
4. Shows Interest In Work				

Student Signature:_____ Date:_____

Teacher Signature:_____ Date:_____

Counselor Signature:_____ Date:_____

*WORKING COPY Adapted From: Buck, Linda L. & Barrick, R. Kirby. They're trained, but are they employable? Vocational Education Journal. 62 (5), 29-31, 1987.

**Behaviors need to be defined in more descriptive terms for situational assessment. (In process of revision.)

Comprehensive

Interagency

Transition

Model

Project Proposal

NEED: The development of a transition model for all handicapped students.

GOAL: The goal of the Luzerne Intermediate Unit is that employment will be the final outcome of an appropriate educational program for all handicapped individuals. The implementation of the Interagency Transition Model will be the means to achieve this goal.

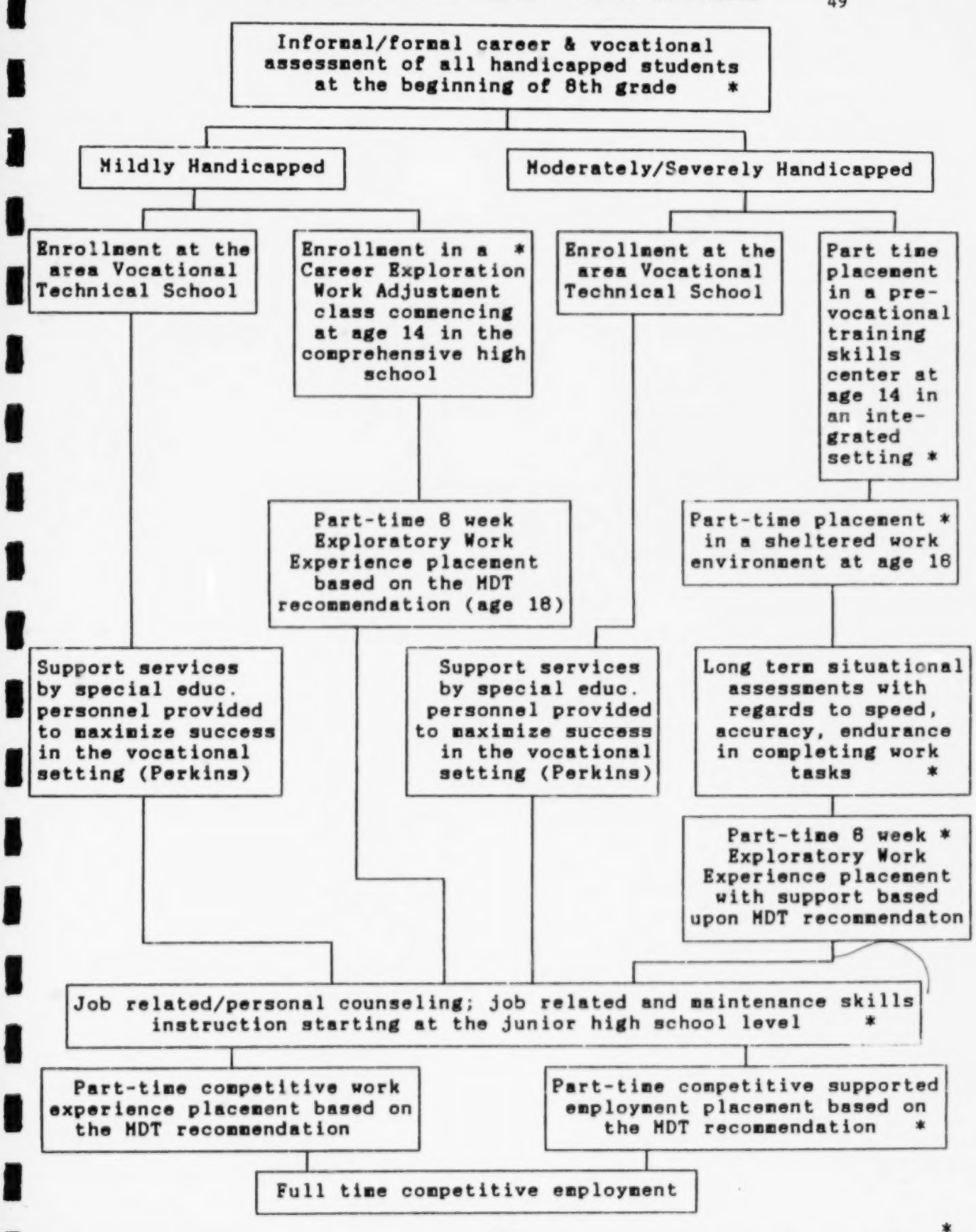
RATIONALE: Recent studies have shown that systematically planned transition to positions in business and industry are usually not available to handicapped individuals. Similarly, communication between school personnel and adult service providers is typically limited. (Wehman, 1984) Hence, these students need to be guided into employment opportunities appropriate for their abilities. Congress has recognized this problem in our educational systems, and with the ammendments to P.L. 94-142 legislation, specifically, P.L. 98-199 passed in 1983, (The Education Of All Handicapped Children Amendments) they have directed funds to support these transitional services for the handicapped population.

Section 626 P.L. 98-199 of the Act is:

" ... The subcommittee (on the handicapped) recognizes the overwhelming paucity of effective programming for these handicapped youth, which eventually accounts for unnecessarily large numbers of handicapped adults who become unemployed and therefore depended on society. These youth historically have not been adequately prepared for the changes and demands of life after school. In addition, few, if any are able to access or appropriatly use traditional transitional services. Few services have been designed to assist handicapped youth in their efforts to enter the labor force or attain their goals of becoming self-sufficient adults, and contributing members to our society."

The following Transition From Scool To Work Flow Chart and the list of objectives in transitioning students into supported employment and competitive employment options addresses this critical need.

COMPREHENSIVE INTERAGENCY TRANSITION MODEL


Informal/formal career & vocational assessment of all handicapped students at the beginning of 8th grade *
Mildly Handicapped
Moderately/Severely Handicapped
Enrollment at the area Vocational Technical School
Enrollment in a * Career Exploration Work Adjustment class commencing at age 14 in the comprehensive high school
Enrollment at the area Vocational Technical School
Part time placement in a pre-vocational training skills center at age 14 in an integrated setting *
Part-time 8 week Exploratory Work Experience placement based on the MDT recommendation (age 18)
Part-time placement * in a sheltered work environment at age 18
Support services by special educ. personnel provided to maximize success in the vocational setting (Perkins)
Support services by special educ. personnel provided to maximize success in the vocational setting (Perkins)
Long term situational assessments with regards to speed, accuracy, endurance in completing work tasks *
Part-time 8 week * Exploratory Work Experience placement with support based upon MDT recommendaton
Job related/personal counseling; job related and maintenance skills instruction starting at the junior high school level *
Part-time competitive work experience placement based on the MDT recommendation
Part-time competitive supported employment placement based on the MDT recommendation *
Full time competitive employment

* Follow-up survey on the employment status of graduates & qality of life

Objectives	Timeline	Responsible Agency
1. All special needs students and their parents, will be notified of all the pre-vocational/vocational options available by the beginning of 8th grade.	Summer preceeding 8th grade	IU/SD
2. All special education students will receive an assessment of his /her pre-vocational/vocational interests, abilities, work habits and daily living skills. Note: Moderate/severe handicapped assessments will be long term situational assessments. Mildly handicapped assessments will be year long.	Mildly handicapped (Jr. High level 8th grade) Moderate/ severely handicapped (age 14)	IU/SD
3. In-service of special education personnel with regards to services offered by community based organizations.	Annually	IU/SD/MHMR OVR/URS/JPTA BES
4. A one day in-service in the fall of the 1988-89 school year entitled: **Transition From School to Work**	Fall 1988	IU/SD/MHMR OVR/URS/BES
5. A public awareness pamphlet informing business and industry of the advantages of hiring individuals with handicapps. On the job training (OJT); Targeted Job Tax Credits (TJTC)	Fall 1988 (as needed)	IU/OVR/BES URS/JPTA
6. A transition core team will conduct a needs assessment of the community to identify occupational clusters and competitive work experience placement options for all exceptional students. A pre-vocational skills training sequence will be identified for the moderate/severe handicapped in order to provide each student with specific occupational skills.	Ongoing	IU/SD/OVR BES/URS/JPTA MHMR/AVTS
7. Starting at the junior high school level all special education students will have an individualized transition plan (ITP), an annual addendum to the students IEP, to identify each students transition options.	Spring 1989	IU/SD/OVR
8. All special education students will be formally referred to OVR as a result of their ITP at the junior high school level.	Ongoing	IU/SD
9. Functional curriculum will be incorporated into the regular classroom instruction. The focus for the mildly handicapped will be on work adjustment skills, daily living	Ongoing	IU/SD/OVR

Objectives	Timeline	Responsible Agency
skills and personal social skills. With regards to the moderate/severe population the functional areas of work, home, leisure, and community will be incorporated into the curriculum.	Ongoing	IU/SD/OVR
10. All students placed in a competitive community based work experience will receive graduation credit equivelent to .2 credits per period.	1988-89 School Term	IU/SD
11. All students will be recommended through the MDT process for one or more of the following transition options: A. Career Exploration/Work Adjustment Skills Class B. Community Learning Experience Program C. Work Experience Program (1) Pre-Vocational Skills Training Program (2) A Part-Time Limited Sheltered Workshop Placement (3) A 8 Week Exploratory Work Experience Placement in the Community (4) Supported Employment Placement (5) Competitive Employment Placement D. Vocational Technical School	Ongoing	IU/SD/OVR MHMR/BES

TITLE: TRANSITIONAL SPECIALIST

QUALIFICATIONS: Special Education Certification/Cooperative Education Certificate

REPORTS TO: Director of Special Education and/or his designee

JOB GOAL: To implement a pre-vocational skills training center for the moderate/severe mentally handicapped population. This pre-vocational center will assist this population of students to make the transition from school to a community integrated supported employment placement.

PERFORMANCE RESPONSIBILITIES:

- Prepare curriculum for the pre-vocational skills training center.
- Develop a pre-vocational skills training center for the moderate/severe handicapped population in a school setting.
- Develop appropriate work samples based upon community needs.
- Develop contracts with business and industry to develop and secure work samples/contracts.
- To provide technical assistance to classroom teachers/aides regarding implementing situational assessments.
- Develop and schedule sites for supported employment options in which moderate/severe handicapped students might be placed.
- Develop and validate a continuum of job related interpersonal skills and specific occupational skills required to function in these employment environments.
- Access recommended students for supported employment options with United Rehabilitation Services, Wilkes-Barre, Pa.
- Serve as a liason with community based organizations for those students identified as moderate/severe mentally handicapped.
- Monitor access to community based organizations to eliminate gaps in service delivery when a student exits the school system.
- Provide assistance for training personnel as potential members of the transition team.
- Target new programs/change existing programs.
- Plan a public awareness program to ease the development of the transition process (parent, staff training program).
- Design a follow-up survey and collect data on handicapped students' quality of life after graduation to determine the number of graduates employed after following a transition model.

- Establish and be part of an interdisciplinary/interagency ITP development team for moderate/severe handicapped population.

- Implement individualized training programs (ITP), based on assessment of learner needs and interdisciplinary input into the Individualized Educational Program Plan.

TERMS OF EMPLOYMENT:

- 185 day contract with salary dependent on educational qualifications and experience.

- Policies and procedures of the Intermediate Unit are to be followed.

TITLE: TRANSITIONAL CURRICULUM FACILITATOR

QUALIFICATIONS: Certified in Special Education by the State of Pennsylvania
Minimum 5 years teaching experience

REPORTS TO: Director of Special Education and/or his designee

JOB GOAL: To develop and facilitate the implementation of a career exploration/work adjustment curriculum for all special needs students necessary to facilitate their successful transition from school to the world of work.

PERFORMANCE RESPONSIBILITIES:

- To initiate a career exploration/work adjustment class emphasizing personal/social, daily living, communication, money management and job procurement and retention skills.
- To assist in the development of a personal information data profile for each student learner in the program.
- To assist in the development of a realistic career objective plan for each student.
- To evaluate students' work adjustment skills and behaviors to assist in determining work readiness, abilities and interests.
- To coordinate with teachers techniques for students in procuring and completing an application for social security number, work permit papers, and identifying resources for procuring employment.
- To coordinate with teachers individualized-paced instructional material designed to teach and develop positive work habits, attitudes, and basic interpersonal work skills critical to procuring and maintaining employment.
- To assist teachers in the development of the various components of the employability skills process.
- To assist special education teachers in incorporating Career/Exploration Work Adjustment Skill components into the regular academic curriculum.
- To familiarize students in the process of accessing community services.
- To arrange for representatives from business and industry to visit the schools to familiarize students with local employment opportunities.
- To conduct mock interviews with students in an actual work/employer environment.
- Implement individualized training programs (ITP), based upon assessment of student needs and interdisciplinary input into the Individualized Educational Program Plan (IEP).

TRANSITIONAL CURRICULUM FACILITATOR - Cont'd.

- To assist in providing students with Career/Exploration and awareness activities to effectively form a positive realistic concept of the world of work.
- To better prepare the students for a successful placement into one of the Work Experience Program Transition options.
- To perform related work as required by the Program Director.

TERMS OF EMPLOYMENT:

- 185 day contract with salary dependent on educational qualifications and experience.
- Policies and procedures of the Intermediate Unit are to be followed.

TITLE: SPECIAL EDUCATION TRANSITION COUNSELOR 56

QUALIFICATIONS: Certified in Special Education by the State of Pennsylvania
A Masters Degree, or its equivalent
Rehabilitation Counseling Degree

REPORTS TO: Director of Special Education and/or his designee

JOB GOAL: To afford every handicapped child the proper assessment and counseling in order to provide and plan for an appropriate transition program, to prepare for jobs, success in the community and essentially for life in general.

PERFORMANCE RESPONSIBILITIES:

- Assist in dissemination of information on services and programs related to transition.
- Administration of interest, work habits, and skill assessments as deemed appropriate.
- Provide appropriate supportive transitional counseling for the student-in-transition and/or family.
- Establish and be part of an interdisciplinary/inter-agency Individualized Transition Plan (ITP) development team.
- Ensuring that necessary information for preparation of the ITP is available to the team.
- Assisting in the development of goals, behavioral objectives and determination of appropriate services and programs for students-in-transition.
- Initiating periodic contact with the student-in-transition and/or family to lead students to increased personal growth, self understanding and maturity.
- Reviewing the student's ITP and progress records, and sending information to receiving agencies for continued transition and other services and programs.
- Provide for proper registration at Vocational Technical School (records, scheduling, registration).
- Plan on-site visits to facilities.
- Provide teachers with necessary information for proper IEP/ITP development.
- Coordinate the integration of skill related activity packets, into the general curriculum, with teachers at the Junior High School level.

SPECIAL EDUCATION TRANSITION COUNSELOR - Cont'd.

- Assist students in evaluating career interests and future goals.
- Perform related work as required by the Program Director.

TERMS OF EMPLOYMENT:

- 185 day contract with salary dependent on educational qualifications and experience.
- Policies and procedures of the Intermediate Unit are to be followed.

AGREEMENT OF COOPERATION

BETWEEN

LUZERNE INTERMEDIATE UNIT #18 (LOCAL EDUCATION AGENCY)

AND

WILKES-BARRE DISTRICT OFFICE OF VOCATIONAL REHABILITATION (OVR)

I. PARTIES

The parties to this agreement are the Luzerne Intermediate Unit #18 and/or School District or Vocational-Technical School, hereinafter referred to as the LEA (Local Education Agency), and the Wilkes-Barre District Office of Vocational Rehabilitation, hereinafter referred to as OVR.

II. AUTHORITY

Public Law 94-142 mandates that the state and local agencies "provide a free, appropriate education and related services to all handicapped children." The Rehabilitation Act of 1973 (P.L. 93-112), the Amendments of 1978 (P.L. 95-602), and the State Plan for Vocational Rehabilitation call for cooperative relationships in serving the vocational needs of eligible handicapped individuals. Each party will recognize the importance of respecting the legal responsibilities of the other.

III. PURPOSES:

The primary purpose of this cooperative agreement is to outline the responsibilities of the agencies represented in order to coordinate the programs and services available to physically and mentally handicapped school aged individuals. This purpose shall be accomplished by:

A. Working together on an individual case basis on evaluation, planning, and guidance;

B. Developing a combined education/vocational rehabilitation plan with the disabled individual which will include programs and service needed and allocating costs;

C. Initiating and supervising such recommended programs and services as are mutually agreed upon;

D. Exchanging information regularly on the status of each case in order to insure the maximum benefits to each referred client; within the confines of each LEA's plan of confidentiality and Release of Information Procedures;

E. Insuring a continuity of education and vocational rehabilitation that will prepare the handicapped individual to enter selective job placement at the earliest possible time; and

F. Providing direction for the implementation of this agreement.

IV. GOALS

The goal of this Agreement is to enable handicapped public school students to receive coordinated education and vocational rehabilitation services which will permit them to successfully make the transition from school to work by establishing working relationships at the State and local level between the Department of Education, Bureaus of Special Education and Basic Education Support Services, and the Department of Labor and Industry, Office of Vocational Rehabilitation.

V. OVR ELIGIBILITY CRITERIA

1. The student must have a physical or mental disability which constitutes or results in a substantial handicap to employment, and;

2. There is a reasonable expectation that the student is expected to benefit in terms of employability from the provision of Vocational Rehabilitation services.

VI. OBJECTIVES

The participating agencies seek to establish uniform procedures insofar as permitted under the applicable statutes and regulations in referral, eligibility determination, vocational planning, and in the provision of services to handicapped students through the attainment of the objectives described below.

A. To identify the full range of services needed by students/clients to successfully make the transition from school to work and to determine the resulting financial responsibilities for those services. The development of a model service system will identify service gaps when measured against existing services, and will highlight areas which require coordination or the creation of new programs.

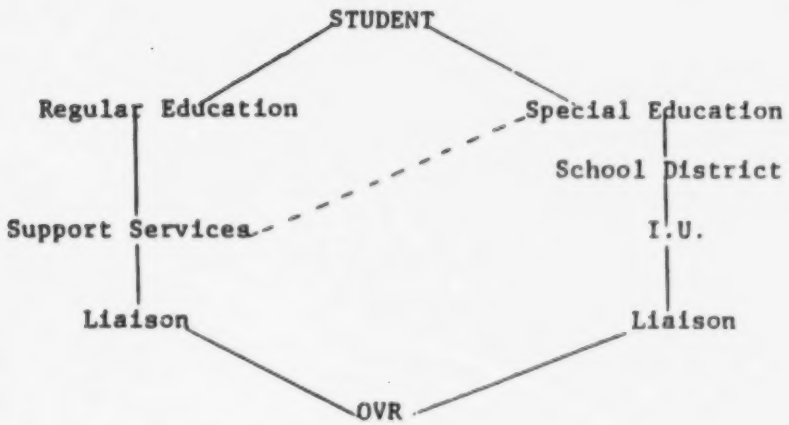
B. To identify students/clients who are potentially eligible for vocational rehabilitation services, and to coordinate their referral. It is the intention of this objective to systematically insure that all handicapped students have an opportunity to benefit from vocational rehabilitation services.

B-1. An identification process for handicapped school aged individuals (14-21) presently exists under State and Federal Laws (Chapter 13PA School Code 1949 and P.L. 94-142).

B-2. The Support Services personnel (e.g., guidance counselors, social workers, school nurses and directors of pupil services) in individual school districts and vocational-technical schools shall identify other handicapped individuals who are not Special Education eligible.

B-3. Identify a liaison person from I.U.(s), school district(s) and the Office of Vocational Rehabilitation District Office(s) for purposes of coordination of referrals.

B-4. Determine responsibility for provision of vocational assessments in areas where this responsibility has not already been determined.



C. To explore innovative vocational opportunities. The intent of this objective is to insist that employment be the goal of eligible handicapped students and anything less is unacceptable.

D. To provide for the joint cooperation in the development of Individual Education Plans (IEP's) and Individualized Written Rehabilitation Programs (IWRP's) by local representatives (OVR District Staff, Intermediate Unit and/or School District Staff) insofar as permitted under the applicable standards and regulations.

E. To provide OVR consultative assistance for those students normally found ineligible for vocational rehabilitation services, but who are part of the special education program. This objective recognizes the inherent differences between the eligibility criteria of the Bureau of Special Education and the Office of Vocational Rehabilitation.

F. To recognize the existence of intervening conditions regarding referral and eligibility in the measurement of progress towards jointly determined vocational goals. This objective requires OVR to use referral and eligibility criteria as a means of providing services and expects education to resolve doubt in favor of referral. It insists that the participants recognize that although setbacks can occur, forward progress should be maintained.

G. To provide joint training and continous in-service training for OVR district office personnel and IU/SD supervisory staff, teachers and counselors. The training will lead to the establishment of solid professional relationships between the participants.

VII. RESPONSIBILITIES SECTION

The Service By Agencies Chart identifies the services available from the parties included in this agreement. Some services are available from several/or all parties. All parties shall jointly plan and consider provision of available services for the student/client.

To avoid duplication and/or confusion as to which part shall provide services, the following arrangement is prescribed.

While the student/client is enrolled in the school setting and continues to be eligible for LEA programming, the LEA shall assume primary responsibility for providing and/or arranging all needed services available through the LEA. Simultaneously, OVR shall assume a secondary support role and a primary responsibility for providing vocational rehabilitation services available solely through OVR.

When the student/client is not eligible for needed vocational services from the LEA, OVR shall assume the primary responsibility for providing vocational rehabilitation services. Simultaneously, the LEA shall assume a secondary support role in the transition from school to work.

SERVICES PROVIDED BY AGENCIES

	VOC. EDUC.	SPEC. ED.	VOC. REHAB.	SUPPORT SERVS.
Assistive Support Services			X	
Assessment	X	X	X	X
Child Find		X		X
Counseling	X		X	X
Eligibility		X	X	X
Hearing Assistance		X	X	X
IEP	X	X		X
IWRP			X	
Medical Assistance		X	X	X
Post Employment	X		X	
Pre-Vocational Training	X	X	X	X
Program Planning	X	X	X	X
Psychological Assistance		X	X	X
Public Awareness	X	X	X	
Restoration			X	
Speech Assistance		X	X	X
Therapy-OT-PT-Assistance		X	X	X
Training	X	X		
Transportation	X	X		
Vocational Assessment	X	X	X	X
Vocational Placement	X		X	X
Voc. Rehab. Support Service			X	
Vocational Support Service	X	X		X
Vocational Work Adjustment		X		X

VIII. OPERATIONAL PROCEDURES

A. The Office of Vocational Rehabilitation will:

1. Appoint a liaison staff member for rehabilitation services
2. Coordinate procedures with the LEA to obtain the release of information
3. Establish regularly scheduled meetings with each school being served and additional time as needed. (Staff conferences, student/client counseling, development of IEP's etc.)
4. Respond to the school liaison person regarding services rendered to each mutual student/client
5. Provide input in the development of IEP's and IWRP's for each eligible handicapped student/client as needed
6. Provide the school system with necessary information on the IWRP developed for each mutual student/client
7. Provide services when deemed appropriate by both OVR and the LEA on an individual basis
8. Available statistical reports will be provided by OVR.

B. The LEA will:

1. Identify a liaison person for general education, all special education programs and other identified staff as needed
2. Develop a referral system to meet the needs of the LEA and OVR
3. Coordinate with OVR for the release of information
4. Establish regularly scheduled meetings with the OVR liaison person
5. Provide feedback to the OVR liaison person regarding services rendered to the mutual student/client
6. Provide for the sharing of appropriate information and input in the development of the IEP and the IWP
7. Provide information necessary to OVR from the IEP developed for the mutual student/client
8. Provide services when deemed necessary by both the LEA and OVR on an individual basis.

This agreement is set forth to provide information to both the Rehabilitation staff and the LEA staff covering operations of each agency and the procedures that should be followed in accepting referrals and providing services to those students/clients who are eligible for vocational rehabilitation. Further development of procedures will involve staff of both agencies.

IX. REFERRAL/ENROLLMENT PROCESS

A. Referrals to OVR - Various educational personnel (counselors, nurses, teachers, psychologists, etc.) have the expertise to identify potential students/clients who may be eligible for OVR services.

1. When a student/client is identified, a referral can be made directly to the OVR liaison for consideration. Simultaneously, the LEA staff person shall contact the supervisor of special education and/or his/her designee in the case of all the exceptional children for the service area, who will maintain a log of referrals and coordinate interagency team meetings when necessary. All necessary information regarding exceptional children shall be coordinated through the special education supervisor and/or his/her designee.

2. During the year-end educational re-evaluation or program reviews for special education students, the local Multi-Disciplinary Team will determine those handicapped individuals who will be culminating their public school education via graduation, withdrawal, etc. A list of these individuals with name, school district, and reason for referral will be sent to the OVR liaison and special education supervisor or his/her designee.

B. Referrals to LEA - When the OVR liaison identifies a student/client who is enrolled in or remains eligible for services in the public school system, a referral shall be made directly to the school district liaison. The supervisor of special education and/or his/her designee shall be contacted simultaneously and be responsible for the same activities as outlined in Section A.

After a service need has been established, the designated agency shall implement those services deemed their responsibility in accordance with the plan and agency procedures. Quarterly meetings, unless otherwise mutually agreed, shall be held to review progress, program modifications, problems, or concerns.

X. CONFLICT RESOLUTION

Problems arising from this agreement should be addressed to the LEA Executive Officer (or disignee) and the OVR District Administrato. designee). Conflicts which cannot be resolved between the LEA and the OVR District Office will be referred to the OVR Central Office designee and the appropriate Bureau in the Pennsylvania Department of Education.

XI. CONDITIONS OF AGREEMENT

A. This agreement and the provisions thereof may be modified at any time by the mutual consent of the Parties, provided that any modifications shall be in written form.

B. Either Party may initiate action at any time to terminate the Agreement by submitting a written proposal for termination to other parties. Following a reasonable period (no less than 90 days) for deliberation, negotiation, and readjustment on the part of all parties, the agreement may then be terminated.

SIGNATURES:

Edward V. Kosel — Jan. 2, 1987
OVR Representative
District Administrator — Date

A. F. Odonnell, Ed.D. — Jan 6, 1987
LIU Representative
Executive Director — Date

CO SIGNATURES of School District Superintendents and Vocational Technical School Directors:

Richard E. Deare — 10/20/87
Superintendent
Crestwood School District — Date

Gerald Wycallis — 10/20/87
Superintendent
Dallas School District — Date

Charles Davis — 2/16/88
Superintendent
Greater Nanticoke Area School District — Date

Richard Rowlands — 10/20/87
Superintendent
Hanover Area School District — Date

Daniel C. Farrell — 10/20/87
Superintendent
Hazleton Area School District — Date

Charles J Barletta — 10/20/87
Superintendent
Lake Lehman School District — Date

Dennis L Ball — 10/20/87
Superintendent, ACTING
Northwest Area School District — Date

Gerald Mutz — 10/20/87
Superintendent
Pittston Area School District — Date

Kent Kreger — 10/20/87
Superintendent
Tunkhannock Area School District — Date

Leo Solomon — 10/20/87
Superintendent
Wilkes-Barre Area School District — Date

Robert A. Iannarti — 2-10-88

Superintendent — Date
Wyoming Area School District

[signature] — 12/2/87

Superintendent — Date
Wyoming Valley West School District

[signature] — 2/24/88

Director — Date
West-Side Vocational-Technical School

[signature] — 2/25/88

Director — Date
Wilkes-Barre Area Vocationa-Technical School

In order to implement an effective interagency agreement and provide all handicapped students with a comprehensive transitional plan, mutual co-operation has been secured from the agencies listed below. These agencies have verbally agreed to support the Luzerne Intermediate Units efforts in regard to transition from school to work.

URS (United Rehabilitation Services)

MH/MR (Mental Health/Mental Rehabilitation)

BES (Bureau of Employment Security)

JPTA (Job Partnership Training Act)

Valid signatures will be secured from each individual agency and appended to our existing interagency agreement. This completed document will be submitted to the Pennsylvania Department of Education upon completion.

Appendix B

Needs Survey Questionnaire/Follow-up Letter

BLOOMSBURG UNIVERSITY
Bloomsburg Pennsylvania

DEPARTMENT OF COMMUNICATION DISORDERS
AND SPECIAL EDUCATION

This questionnaire is designed to solicit opinions from vocational instructors regarding the placement of special needs learner in vocational programs. Place all answers on the special answer sheet. Blacken all circles carefully. Place the answer sheet in the self addressed envelope. **DO NOT** fold the answer sheet. Your name is not needed. NOTE: Responses begin with Zero.

1. Occupational Area:
   0. Trade and Industrial
   1. Business
   2. Distributive Education
   3. Health
   4. Technical
   5. Home Economics
   6. Other

2. Number of years in Vocational Education:
   0. 15 years or more
   1. 10-15 years
   2. 5-10 years
   3. less than 5

3. Highest level of education completed:
   0. Master's
   1. Baccalaureate
   2. Associate
   3. No degree

4. Total number of trade years before entering vocational education:
   0. 15 years or more
   1. 10-15 years
   2. 7-10 years
   3. less than 7 years

5. Type of certification held:
   0. Vocational I
   1. Vocational II
   2. Instructional I
   3. Instructional II

6. Number of years employed in vocational education:
   0. 15 years or more
   1. 10-15 years
   2. 5-10 years
   3. less than 5 years

7. Age:
   0. 56-64
   1. 46-55
   2. 36-45
   3. 26-35
   4. under 25

8. Educational setting presently employed:
   0. area vocational school
   1. comprehensive high school
   2. vocational school
   3. other

SURVEY QUESTIONNAIRE

Indicate a choice for each statement below. Continue responding on the separate answer sheet.

9. Vocational education has effected responses to the job needs of students with different exceptionalities (handicapped, learning disabled, mildly retarded)
   0. strongly disagree
   1. disagree
   2. undecided
   3. agree
   4. strongly agree

10. Vocational Instructors have acquired sufficient knowledge to work with learners with special needs.
   0. strongly disagree
   1. disagree
   2. undecided
   3. agree
   4. strongly agree

11. Vocational instruction should be modified to meet the trade needs of all handicapped learners.
   0. strongly disagree
   1. disagree
   2. undecided
   3. agree
   4. strongly agree

12. The Carl D. Perkins Vocational Education Act (PL 98-524) has greatly helped handicapped learners acquire job skills in vocational shops.
   0. strongly disagree
   1. disagree
   2. undecided
   3. agree
   4. strongly agree

13. Vocational instructors need more information regarding the Carl D. Perkins Vocational Education Act (PL 98-524).
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

14. Handicapped learners have equal access to <u>all</u> vocational shops.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

15. Vocational instructors, whenever appropriate, include individualized educational curriculum planning when instructing handicapped learners.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

16. Vocational education planning for handicapped individuals is always coordinated between appropriate representatives of vocational education and special education.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

17. Parents of handicapped learners are always provided information concerning availability of vocational programs prior to entrance into a given program.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

18. Vocational instructors always receive the necessary evaluation data of a handicapped learner to plan appropriate shop experiences.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

19. Administration provides the vocational instructor with the needed assistance for planning curriculum for handicapped learners.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

20. More Curriculum assistance is needed in planning shop experiences for handicapped learners.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

21. Special education teachers need to become more familiar with trade tasks and vocational terminology in preparing their students for a trade career.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

22. Handicapped learners need to acquire basic trade knowledge in reading and mathematics before they can reach job employment levels in a given trade area.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

23. Most vocational instructors possess the teaching competencies to work with handicapped students.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

24. Curriculum assistance would be of great value in developing shop experiences for handicapped learners.
    0. strongly disagree
    1. disagree
    2. undecided
    3. agree
    4. strongly agree

25. Mildly mentally retarded
    0. No experience with such learners
    1. Had curriculum experiences with 0-5 learners
    2. Had curriculum experiences with 6-10 learners
    3. Had curriculum experiences with more than 10 learners

26. Learning Disability
    0. No experience with such learners
    1. Had curriculum experiences with 0-5 learners
    2. Had curriculum experiences with 6-10 learners
    3. Had curriculum experiences with more than 10 learners

27. Hearing Impaired
    0. No experience with such learners
    1. Had curriculum experiences with 0-5 learners
    2. Had curriculum experiences with 6-10 learners
    3. Had curriculum experiences with more than 10 learners

28. Orthopedically Impaired
    0. No experience with such learners
    1. Had curriculum experiences with 0-5 learners
    2. Had curriculum experiences with 6-10 learners
    3. Had curriculum experiences with more than 10 learners

29. Blind
    0. No experience with such learners
    1. Had curriculum experiences with 0-5 learners
    2. Had curriculum experiences with 6-10 learners
    3. Had curriculum experiences with more than 10 learners

30. Socially/Emotionally Disturbed
    0. No experience with such learners
    1. Had curriculum experiences with 0-5 learners
    2. Had curriculum experiences with 6-10 learners
    3. Had curriculum experiences with more than 10 learners

31. I would like to meet with someone from Bloomsburg University to discuss planning curriculum for handicapped learners.
    0. Yes
    1. No

BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania 17815

Department of Communication Disorders
and Special Education
717-389-4436/4119
PANET-472-4436/4119

November 17, 1987

Dear Vocational Instructor:

Bloomsburg University, in cooperation with Temple University, services Vocational Instructors in Northeastern Pennsylvania. The services provided relate to assisting vocational instructors to effectively work with handicapped learners in vocational shops.

Enclosed is a questionnaire which will take about 10 minutes of your valuable time. The information obtained will provide us with critical input for establishing priorities when implementing educational activities in our service areas. If you are in need of direct assistance, indicate this with a positive response to item 31 on the questionnaire. We will be most happy to work with you in building curriculum for handicapped learners. We look forward to continual cooperation and mutual accomplishments in this important area.

Thank you,

Andrew J. Karpinski, Ed.D.
Chairperson

AJK/klm
Enclosure

FOLLOW-UP LETTER

BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania 17815

Department of Communication Disorders
and Special Education
717-389-4436/4119
PANET-472-4436/4119

January 4, 1988

Dear Colleagues:

Several weeks ago we sent out a survey questionnaire. We realize it was just before the holidays and may not have been a priority with the many tasks that needed to be completed. We hope you had a happy and relaxing holiday and are ready to resume the hectic job of teaching.

We encourage you to take a few minutes and respond to the enclosed questionnaire. The data we receive is critical to the establishment of program goals for us. We thank you for past cooperation and hope you will place your response to this questionnaire as a priority activity. The Department of Communication Disorders & Special Education would like to extend to you our wishes for a productive New Year.

Sincerely,

Andrew J. Karpinski, Ed.D.
Chairperson

AJK/klm

Appendix C

Summative Results of Consulting Services

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: LAKE-LEHMAN (IU 18)
2. Contact Person: Barbara Hall (Name) Teacher (Position)
3. Specific Area of Curriculum Concentration: TRANSITION PROGRAM
4. Description of Service: The students were worked with several times during the year by the special needs consultants' product from the IU

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom d. always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom d. always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom d. always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom d. always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never c. sometimes
   b. seldom d. always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom d. always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom d. always

12. I would recommend using these consulting services to other professionals.
    a. yes
    b. no

Additional Comments: ~~[illegible]~~ This program was very helpful to the students. The product of the consultant, Dobbie Koster was excellent with the students. She showed a great concern for the students that she serviced. The program should continue. Ms Koster as the product of the consultant.

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: Luzerne Int #18
2. Contact Person: Dr Thomas F O'Donnell (Name) Executive Director (Position)
3. Specific Area of Curriculum Concentration: Transition
4. Description of Service: Assisted in Development of Transition Plan

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom d. always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom d. always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom d. always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom d. always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never c. sometimes
   b. seldom d. always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom d. always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom d. always

12. I would recommend using these consulting services to other professiona'
    a. yes
    b. no

Additional Comments:

Mr. Joe Goodhart has been very helpful as a resource person. T O'Donnell, Ed.D.

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: IU #18
2. Contact Person: Cinde LinKer (Name) Asst. Director Sp Ed (Position)
3. Specific Area of Curriculum Concentration: TRANSITION
4. Description of Service: Assisted in development of Transition Plan.

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom d. always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom d. always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom d. always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom d. always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never c. sometimes
   b. seldom d. always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom d. always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom d. always

12. I would recommend using these consulting services to other professionals.
    a. yes
    b. no

Additional Comments: A major focus for the Luzerne Intermediate Unit has been implementing transition to work concepts. Dr. Joseph Yoshock has been very instrumental in providing technical assistance and guidance to our staff. Without his help, our program would never be as far along as it is

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: Luzerne Intermediate Unit
2. Contact Person: Ray Bernard (Name) Work Experience Coord. (Position)
3. Specific Area of Curriculum Concentration: Transitional Programming
4. Description of Service: We invited consultant to the Conference to discuss

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never
   b. seldom
   c. sometimes
   (d.) always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never
   b. seldom
   c. sometimes
   (d.) always

7. Each session was productive and resulted in meaningful outcomes.
   a. never
   b. seldom
   c. sometimes
   (d.) always

8. The consultant had a positive and encouraging attitude.
   a. never
   b. seldom
   c. sometimes
   (d.) always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never
   b. seldom
   c. sometimes
   (d.) always

10. The consultant conducted follow-up sessions when appropriate.
    a. never
    b. seldom
    c. sometimes
    (d.) always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never
    b. seldom
    c. sometimes
    (d.) always

12. I would recommend using these consulting services to other professionals.
    (a.) yes
    b. no

Additional Comments:

We found the approach was effective to the [illegible] Transitional program at Luzerne [illegible] Luzerne Resource in our Transition strategy [illegible]

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: Luzerne Intermediate Unit
2. Contact Person: Michael F. Garzella (Name) Instructional Advisor (Position)
3. Specific Area of Curriculum Concentration: Transition Programming
4. Description of Service: Assisted in the design + implementation of a Comprehensive Transition Program for All Handicapped Students

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom (d.) always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom (d.) always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom (d.) always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom (d.) always

9. The consultant willingly assisted in the implementation of suggested cutcomes.
   a. never c. sometimes
   b. seldom (d.) always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom (d.) always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom (d.) always

12. I would recommend using these consulting services to other professionals.
    (a) yes
    b. no

Additional Comments: The Suggestions And Ideas provided by Dr. Youshock have been invaluable to our program. Without his services we could not have begun to develop such a Comprehensive program, nor would it have progressed to its present status in such a short period of time. This has been a most appreciated and worthwhile

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: LUZERNE IU 18
2. Contact Person: Michael Speziale (Name) Instructional Advisor (Position)
3. Specific Area of Curriculum Concentration: Transition
4. Description of Service: Assisted in development of Transition Plan

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never
   b. seldom
   c. sometimes
   (d.) always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never
   b. seldom
   c. sometimes
   (d.) always

7. Each session was productive and resulted in meaningful outcomes.
   a. never
   b. seldom
   (c.) sometimes
   d. always

8. The consultant had a positive and encouraging attitude.
   a. never
   b. seldom
   c. sometimes
   (d.) always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never
   b. seldom
   c. sometimes
   (d.) always

10. The consultant conducted follow-up sessions when appropriate.
    a. never
    b. seldom
    c. sometimes
    (d.) always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never
    b. seldom
    c. sometimes
    (d.) always

12. I would recommend using these consulting services to other professionals.
    (a.) yes
    b. no

Additional Comments:

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: West Side Voc Tech
2. Contact Person: [illegible] Stahl — Name; Admin Dir. Voc Tech & Sch — Position
3. Specific Area of Curriculum Concentration: Transition Programming
4. Description of Service: _____

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom d. always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom d. always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom d. always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom d. always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never c. sometimes
   b. seldom d. always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom d. always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom d. always

12. I would recommend using these consulting services to other professionals.
    a. yes
    b. no

Additional Comments:

I feel this transition program has been very successful at W.S.T. and has been very helpful to the students involved by greatly increasing their chances to succeed

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: West Side Voc Tech (IU 18)
2. Contact Person: Debra Kesters (Name) Itinerant Teacher - Transition Progra (Position)
3. Specific Area of Curriculum Concentration: Transitional Programming
4. Description of Service: The development of the Transition Program in accordance to the Perkins Act within

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom (d) always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom (d) always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom (d) always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom (d) always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never c. sometimes
   b. seldom (d) always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom (d) always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom (d) always

12. I would recommend using these consulting services to other professionals.
    (a) yes
    b. no

Additional Comments: The feedback I received because of this program was very positive. The students are now being scheduled in and placed in most appropriate academic classes and vocational shops in our school. Concentration on the "Special Student" in a vocational setting is very important to achieve a more productive and successful "school-to-

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: IU #18 Wyoming Area
2. Contact Person: Lynda Hebert (Name) Teacher (Position)
3. Specific Area of Curriculum Concentration: Transition Programs
4. Description of Service: To augment and assist students for possible vocational school placement.

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never
   b. seldom
   c. sometimes
   d. always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never
   b. seldom
   c. sometimes
   d. always

7. Each session was productive and resulted in meaningful outcomes.
   a. never
   b. seldom
   c. sometimes
   d. always

8. The consultant had a positive and encouraging attitude.
   a. never
   b. seldom
   c. sometimes
   d. always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never
   b. seldom
   c. sometimes
   d. always

10. The consultant conducted follow-up sessions when appropriate.
    a. never
    b. seldom
    c. sometimes
    d. always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never
    b. seldom
    c. sometimes
    d. always

12. I would recommend using these consulting services to other professionals.
    a. yes
    b. no

Additional Comments: Mrs. Kester did an excellent job of introducing the "vocational" school and areas to the special education students. Her working directly with interested students made it much easier for them to see their

strengths and weaknesses as far as a vocational field. I think its a worth while program especially for special students.

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: Luzerne Intermediate Unit 18
2. Contact Person: Deborah Ross (Name) Teacher (Position)
3. Specific Area of Curriculum Concentration: Transition
4. Description of Service: _____

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom d. always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom d. always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom d. always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom d. always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never c. sometimes
   b. seldom d. always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom d. always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom d. always

12. I would recommend using these consulting services to other professionals.
    a. yes
    b. no

Additional Comments: Most students want to know what is expected of them. A program that prepares them is worthwhile. Some skills necessary for vocational school are not even introduced in the curriculum. Their frustration level is low. Having a background →

of information, I think the students will increase both their academic work and (more important) their self-concept.

The screening process was successful. Only the students really interested will be attending Vo-Tech. I do not doubt that they will attend Vo-Tech with a positive attitude.

I personally commend the Transition Program. As a classroom teacher, it made the role of recommendations easier. The surveys were quite explicit and easy to complete.

Special Needs Consultant
for
Vocational Personnel

CRITERIA ASSESSMENT FORM

1. Name of School and/or IU Serviced: WEST SIDE VOCATIONAL-TECHNICAL SCHOOL
2. Contact Person: Lorna Klein (Name) Guidance Counselor (Position)
3. Specific Area of Curriculum Concentration: _____
4. Description of Service: The transition program that has been instituted for the special needs student.

Below are several items. Rate each according to the degree of satisfaction that was received.

5. Consulting services were rendered in an open and professional manner.
   a. never c. sometimes
   b. seldom d. always

6. The consultant made constructive suggestions regarding our concerns with handicapped learners.
   a. never c. sometimes
   b. seldom d. always

7. Each session was productive and resulted in meaningful outcomes.
   a. never c. sometimes
   b. seldom d. always

8. The consultant had a positive and encouraging attitude.
   a. never c. sometimes
   b. seldom d. always

9. The consultant willingly assisted in the implementation of suggested outcomes.
   a. never c. sometimes
   b. seldom d. always

10. The consultant conducted follow-up sessions when appropriate.
    a. never c. sometimes
    b. seldom d. always

11. The consultant provided curriculum guidance regarding the implementation of the Carl Perkins Act relevant to handicapped learners.
    a. never c. sometimes
    b. seldom d. always

12. I would recommend using these consulting services to other professionals.
    a. yes
    b. no

Additional Comments:

The role of the Consultant has improved the services provided for special students in this vocational high school setting.

Appendix D

References

References

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